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COLLECTIVE NEGOTIATION AND THE EDUCATIONAL ADMINISTRATOR. ANNOTATED BIBLIOGRAPHY COMPILED BY UCEA-UT REGIONAL GRADUATE STUDENT SEMINAR. (TITLE SUPPLIED).

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THIS ANNOTATED BIBLIOGRAPHY LISTS 274 BOOKS, PAMPHLETS, AND PERIODICALS ON COLLECTIVE NEGOTIATION PUBLISHED BETWEEN 1956 AND 1967. MOST OF THE SELECTIONS ARE MORE RECENT THAN 1963. PERIODICALS MAKE UP MORE THAN FIVE-SIXTHS OF THE BIBLIOGRAPHY. ALSO INCLUDED ARE SEVERAL RECOMMENDED GENERAL COLLECTIVE BARGAINING TEXTS AND A FEW SELECTED ENTRIES DEALING WITH PUBLIC EMPLOYEES IN GENERAL. (TT)

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# COLLECTIVE NEGOTIATION AND THE EDUCATIONAL ADMINISTRATOR

## UCEA-UT REGIONAL GRADUATE STUDENT SEMINAR

## Annotated Bibliography

This bibliography represents a comprehensive listing of collective negotiation literature currently available (February, 1967) in education.

In addition to this, a few selected entries are included which deal with public employees in general. Also included are several recommended general collective bargaining texts.

Annotations were prepared for all entries available in the U-T Library and personal collections.

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## BOOKS AND PAMPHLETS

Allen, Roy B., and John Schmid. Collective Negotiations and Educational Administration. Columbus, Ohio: The University Council for Educational Administration, November, 1966.

A comprehensive booklet containing eight articles on negotiations. The implications for preparation of administrators, research, and the role of the superintendent are given excellent coverage. The impact of negotiations on administration receives an ample treatment.

American Association of School Administrators. Roles, Responsibilities, Relationships of the School Board, Superintendent, and Staff. Washington, D.C.: American Association of School Administrators, 1963.

A policy statement of AASA on professional negotiations. It sets forth the beliefs of the school superintendents organization concerning personnel policies.

American Association of School Administrators. "School Administrators View Professional Negotiation," American Association of School Administrators, (Washington, 1966), 58.

This booklet defines professional negotiations and traces their development in education since 1938. The view of A.A.S.A. on staff relations is stated and elements to be considered in negotiation are elaborated. The unique position of the superintendent is explained and the role he plays in negotiations is discussed. This is a commendable and instructive booklet that should aid school administrators preparing to come to grips with the problems of negotiation.

Brinkmeier, Oria A., Gerald C. Ubben, and Richard C. Williams. Inside The Organization Teacher: The Relationship Between Selected Characteristics of Teachers and Their Membership in Teacher Organizations. Interstate Printers and Publishers, Inc., Danville, Illinois, 1967

Personality differences, knowledge of teacher organizational affairs, degree of involvement in teachers' organizations and the effects of school organizational climate are investigated as factors affecting membership patterns of teachers between the National Education Association and the American Federation of Teachers.

The study was conducted using a sample of approximately 1300 teachers from a large metropolitan region. Instrumentation included the Sixteen Personality Factor Questionnaire, the Organizational Climate Description Questionnaire and an especially developed instrument to measure the knowledge of organizational affairs. A number of significant differences were found between the membership of the two groups as measured by these instruments.

California Association of Secondary School Administrators. Teacher-Administrator Relations In A Negotiations Setting. Burlingame, California: The Association, 1965.

This report is part of a project designed to keep members of the California Association of Secondary School Administrators abreast of the changes taking place in relationships between teachers and administrators in public schools. Information is provided concerning teachers' unions and nonunion teachers' associations to help "administrators and school board members understand the philosophy, objectives and techniques to teacher organizations as they pursue the development of collective bargaining (professional negotiations) programs."

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Carr, W. G. "Breakthrough: Breakthrough in Professional Negotiation," National Education Association. Addresses and Proceedings, 103 (1965), 21-22.

A very short article that summarizes progress made in professional negotiations and lists benefits that have been won.

Cogen, C. "Collective Bargaining - Key to Staff Morale," New York Society for The Experimental Study of Education Yearbook, 1963, 25-29.

Donovan, B. E. "School Business Official Looks at the Bargaining Table," Association of School Business Officials of the United States and Canada Proceedings, (1964), 262-268.

Epstein, B. The Principal's Role in Collective Negotiations Between Teachers and School Boards. Washington, D.C.: National Association of Secondary School Principals, 1965.

The general views of the association, as they pertain to professional negotiations are stated. The interest of the administrator in general, and the principal in particular are considered. The last half of the booklet gives eleven guidelines for action on the state and local levels.

Fischer, R. "Better Than Collective Bargaining," Association of School Business Officials of the United States and Canada Proceedings, 49 (1963), 207-217.

Governor's Committee on Public Employee Relations - Final Report. State of New York, March 31, 1966.

This committee considered the basic problem of collective bargaining with public employee groups. Their report included such things as the determination of representation status, resolution of deadlocks, and necessary steps to organize the state for collective negotiations. Their recommendations also included suggestions for new legislation to implement their findings.

Klaus, I. "Collective Bargaining Will Help Staff Morale," New York Society for the Experimental Study of Education Yearbook, 1963, 24-25.

Kleinman, Jack. Guidelines for Professional Negotiations. Washington, D.C.: National Education Association, February 15, 1966.

Kratzmann, Arthur. "The Alberta Teachers' Association: A Prototype for the American Scene?" Administrator's Notebook, (October, 1963), 12, 1-4.

Through a review of teachers organizations in Canada the author suggests some possible directions for American education. Specific references are made to the Alberta Teachers Association.

Moskow, Michael H., and Lieberman, Myron. Collective Negotiations For Teachers. Chicago: Rand McNally and Company, 1966.

Within these pages the authors have presented a candid and objective treatment of the broad subject of collective negotiations for teachers. Included in the appendix, is the text of numerous pertinent documents. At the present time, no more comprehensive treatment of the subject appears in print.

National Education Association. Commission on Professional Rights and Responsibilities. Guidelines for Professional Sanctions. Washington, D.C.: National Education Association, 1966.

The NEA Commission on Professional Rights and Responsibilities developed these guidelines for professional sanctions to be used as a means of preventing arbitrary or unethical policies that have a deleterious effect on the welfare of schools. Included is a definition of sanctions and the general policies for applying them. The document also describes the relationships between the national, state and local group for the application of sanctions.

National Education Association. Department of Classroom Teachers. Classroom Teachers Speak on Professional Negotiations. Washington, D.C.: Department of Classroom Teachers of the National Education Association, 1963.

_____. Guidelines for Professional Negotiations, Revised Edition, Washington, D.C.: National Education Association, 1965.

The guidelines present the suggested roles and responsibilities of the national, state, and local and a definition of terms. NEA suggests an outline for conducting professional negotiations and identifies ten principles of negotiation. Several organizational plans for agreements are presented for various types of communities, each with three levels of accomplishment. Also included are statements of AASA and NSBA regarding their positions on professional negotiations.

_____. Educational Policies Commission. An Essay on Quality in Public Education. Washington, D.C.: National Education Association, 1959.

_____. Implementing the Code of Ethics of the Educational Profession and Strengthening Professional Rights. Washington, D.C.: National Education Association, 1964.

_____. N.E.A. Department of Classroom Teachers Official Report 1965-1966. Washington, D.C.: National Education association, 1965.

_____. Office of Professional Development and Welfare. Professional Negotiations for Public School Teachers. Washington, D.C.: National Education Association, 1962.

_____. Oklahoma -- A State-Wide Study of Conditions Detrimental to an Effective Public Educational Program. Washington, D.C.: The Association, February, 1965.

This report was made as a result of a formal request by the Oklahoma Education Association and contains the results of the investigation of school conditions in Oklahoma in 1964. The study was conducted by the NEA National Commission on Professional Rights and Responsibilities. The report contains background information about why the study was requested, summaries of the evidence presented to the committee and conclusions and recommendations for action.

_____. Professional Negotiations: Selected Statements of School Board, Administrator, Teacher Relationships, Revised Edition. Washington, D.C.: National Education Association, 1966.

This publication is a compilation of statements from professional negotiation agreements which have been approved in school districts throughout the nation. Reference is made to the publication "Guideline for Professional Negotiations with the statements reflecting the three levels mentioned in Part V.

_____. Research Division. "Number of Voluntary Professional Negotiations Agreements in States with Neither Mandatory Nor Permissive Negotiation and the Percentage of the Total at Each Level," June 14, 1966,

_____. Summary of State Professional Negotiations Legislation, July, 1966. Washington, D.C.: National Education Association, 1966.

_____. Utah: A Statewide Study of School Conditions. Washington, D.C.: National Education Association, 1964.

This report relates the background conditions and events leading up to the Utah Education Association's request for possible professional sanctions at the national level. It includes a survey of twenty school districts and conclusions and recommendations for action.

Newark Teachers' Association. Agreement Between The Newark Board of Education and the Newark Teachers' Association. (July 27, 1965), 32 pp.

This publication is a copy of the actual agreement between the above parties for the 1965-66 school year. Twenty-two articles cover all facets of personnel policies including a four level grievance procedure.

Ohio School Boards Association. Guidelines for Personnel Negotiations. Columbus: The Ohio School Boards Association, 1966.

This handbook, prepared by the Personnel Guidelines Committee of the Ohio School Boards Association, is intended as a guide for Ohio board members. In a brief but candid fashion it treats all elements of the negotiation process.

Philadelphia Federation of Teachers. Agreement between the Board of Public Education of the School District of Philadelphia and the Philadelphia Federation of Teachers, Local 3, American Federation of Teachers, AFL-CIO. Philadelphia: American Federation of Teachers, 1965. 40 pp.

This is the negotiated agreement of the above parties for the 1965-66 school year. It includes thirty-one articles.

Steffensen, James P. Teachers Negotiate with their School Boards. U.S. Department of Health, Education, and Welfare, Office of Education, OE-23036, U.S. Government Printing Office, Washington. 1964. 88 pp.

Seven school districts were selected from the nation as representive of types of negotiations being conducted through the nation. A brief background of information is offered to give the reader some insight into the problem. Basically, this bulletin attempts to describe the current status (1963) of negotiations. Comparisons are drawn between the selected school districts and others. Topics that are deemed negotiable are discussed as are procedures for these negotiations.

Stevens, Carl M. Strategy and Collective Bargaining Negotiation, McGraw-Hill Book Company, Inc. New York, 1963. 192 pp.

An analysis of the collective bargaining process in the industrial sphere is the goal of this book. A development of theoretical models and the application of game theory is included. Communication and information transfer is a major part of the negotiation game. Step-by-step "rules" for the process are developed and discussed. Collective bargaining from first notice to arbitration is discussed in depth and located on the appropriate model.

Street, Paul and Don Ralph. The Strength of Local Education Associations and the Profession's Ethical Perceptions of How That Strength Should Be Used. A Service Report of the Bureau of School Service, Vol. VII, No. 1. Lexington: College of Education, University of Kentucky, 1966.

The authors attempted by means of a questionnaire to determine how far teachers would go in support of the leadership of their professional associations in central Kentucky. Effort was also made to determine degrees of loyalty with reference to age, sex, grade level and the like. The findings are summarized in the publication.

Stinnett, T. M., Kleinmann, Jack H., and Ware, Martha L. Professional Negotiation In Public Education, New York: The Macmillan Company, 1966.

This volume provides basic information on all aspects of the professional negotiation process. Such material as has been included on collective bargaining is for comparison, and not a comprehensive treatment. The authors adhere primarily to a discussion of professional negotiation per se. The authors seek to reflect accurately the official NEA policies, but at many points the views expressed are strictly their own.

Teacher-Administrator-School Board Relationships, published by: Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. Copies may be obtained from the Council for a price of $2.00. The address is: 211 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455.

The ERDC in conjunction with the Department of Educational Administration, University of Minnesota produced this report from speeches presented at a workshop held for superintendents and board members. Fifteen major presentations on the general topics of collective negotiation are reported including such topics as - the role of management in negotiations, the law pertinent to collective bargaining, the scope of negotiations, negotiations stratagies and tactics, contract administration and grievance - impasse procedures. A particularly good skit of a negotiation session is included in the publication.

United Federation of Teachers. Agreement Between the Board of Education of the City of New York and United Federation of Teachers, Local 2, American Federation of Teachers, AFL-CIO, covering Classroom Teachers and Per Session Teachers, July 1, 1965 - June 30, 1967. New York: American Federation of Teachers, 1965.

This is the negotiated agreement between the AFT and the New York City School Board covering the two year period 1965-67.

Walton, Richard E. and Robert B. McKersie. A Behavioral Theory of Labor Negotiations. McGraw-Hill Book Co., Inc., New York, 1965. p. 437.

Labor negotiations comprise four inter-related processes - distributed bargaining, integrative bargaining, attitudinal structuring, and internal bargaining. Models and tactics for these processes are designed and applies. Language, as a tool of collective bargaining, is illustrated. Labor negotiations are the particular emphasis of this book but application to other social negotiations are considered, specifically in this volumn, international relations and civil rights.

## PERIODICALS

"A 439: Professional Negotiation," New Jersey Education Association Review, 39, (September, 1965), 17.

Aalgaard, E. "Ten Commandments for Negotiations," School Activities, 35, (February, 1964), 174.

A very brief article that simply lists the Ten Commandments of Negotiations.

Adams, R. "A Must: PN Legislation for Michigan," Michigan Education Journal, 42, (February, 1965), 18-19.

Points up the need for professional negotiation legislation and states why such legislation is needed. Explains why labor's approach is rejected.

American Association of School Administrators. "School Administrators View Professional Negotiation," The School Administrator, 24, (December, 1966), 8.

This publication is a comprehensive view of professional negotiations. It defines and gives a background of professional negotiations. Sets forth mature concepts of shared responsibilities in professional negotiations.

American Association of School Administrators. "School Administrators View Professional Negotiation," NEA Journal, (January, 1967), 23-25.

This article sets forth the role the superintendent should play in professional negotiation. It defines professional negotiation and gives a brief history leading up to current negotiation conditions.

"Attorney General's Opinions," Washington Education, 77, (October, 1965), 30.

Ball, Lester B. "Collective Bargaining: A Primer for Superintendents," Saturday Review, (January 21, 1967), 70-71; 80.

Mr. Ball, a superintendent himself, explains the role of the superintendent in the pre-bargaining phase of negotiations. Consideration of the role the superintendent plays in the actual bargaining activity and his post-bargaining role.

"Bargain for Whom?" Massachusetts Teacher, 45, (November, 1965), 40.

Barrett, C. O. "Free to Teach," New York State Education, (January 31, 1966), 44.

This article sets forth the NEA stand on sanctions and illustrates the use of sanctions in education. Claims sanctions are more professional than strikes.

Barstow, R. "Connecticut's Teacher Negotiation Law: An Early Analysis," Phi Delta Kappan, 47, (March, 1966), 345-351.

An analysis of the 1965 Teacher Negotiation Law passed by the Connecticut Legislature. The events that have occured under its first six months of operation are reviewed.

Barstow, R. "Teachers and Boards of Education Need to Work Jointly to Determine Policies of Common Concern," NEA Journal, 50, (October, 1961), 61-64.

The concept of professionally oriented participation by teachers with boards of education is set forth for determining educational policies.

Barstow, R. "The Right to Negotiate," Connecticut Teacher, 32, (March, 1965), 16-17.

Batcholder, R.D. "Unionism vs. Professionalism," Ohio Schools, 44 (March, 1966), 24-29+.

The NEA objections to unionism are spelled out in this work. The objectives of the unions and reasons for their recent drive in school are discussed.

Becker, H. A. "Collective Bargaining May Force School Boards to Organize," American School Board Journal, (October, 1966), 57-58.

Calls attention to the need of collective bargaining being a two-way street. Boards, as well as teachers, need to be able to make requests when negotiations are undertaken.

_____. "Role of School Administrators in Professional Negotiations," The American School Board Journal, 150 (May, 1965), 9-10.

Defines what is meant by professional negotiations. Explains the role of the superintendent in negotiations. Outlines the role of other administrators in negotiations.

Belasco, James A. "Resolving Disputes over Contract Terms in the State Public Service: An Analysis," Labor Law Journal, (September, 1965), 533-554.

The author identifies various categories of public employees including school employees and reviews existing labor laws of the seven states that had established procedures for resolving disputes over contracts involving public employees. He identified three forms of arbitration and analyzes their success with the various groups. He goes on to relate the impact of these laws on collective bargaining and how they modify the balance of power between employers and employees.

Betchkal, J. "NEA and Teacher Unions Bicker and Battle for Recognition," The Nation's Schools, 74 (August, 1964), 35-41+.

This article is a national survey on the battle between NEA and unions. The various regions of the country have their feelings regarding the situation expressed.

Blanchard, H. "What We Should Know About Professional Negotiations," Journal of Arkansas Education, 36 (April, 1964), 8-9+.

Blanke, V. E. "Teachers in Search of Power," Education Forum, 30 (January, 1966), 231-238.

Blankenship, A.H. "Role of the Superintendent in Teacher Negotiations," Theory Into Practice, 4 (April, 1965), 70-74.

This is an excellent article well worth reading. The role of the superintendent is spelled out and policies and procedures to be followed in negotiations are outlined.

Blum, Albert. "Collective Bargaining: Ritual or Reality," Harvard Business Review, 39, No. 6 (November-December 1961), 63-69.

This business oriented view considers the real nature of collective bargaining: A large share of such negotiation is a process by which the main terms of the agreement, already understood by the negotiators, are made acceptable not to those in charge of the bargaining but to those who will have to live with the results. Collective bargaining is a form of communication. Debate in negotiations not only has the goal of convincing the other side; it also has the equally important goal of convincing one's own side.

"Board Rejects HEA Request," Hawaii Education Association News, 26 (March, 1965), 1.

Boston Council OK's Bargaining," The American Teacher Magazine, 48 (December, 1963), 19.

Box, R. "Getting Negotiations Agreements," Washington Education, 75 (October, 1963), 10+.

Boznango, M. "Why of Professional Negotiations," Michigan Education Journal, 41 (October, 1963), 35.

Mr. Boznango states the reasons for having professional negotiations from the philosophical view of teachers. The need for professional negotiations because of outdated present methods of board-staff relationships are explained.

Brain, G.B. "Professional Negotiation: Responsible Education," Washington Education, 77 (October, 1965), 5-10.

Brandau, R. W. "More Professional Negotiations Agreements Adopted," Pennsylvania School Journal, 114, (March, 1966), 338-339.

Mr. Brandau is president of the Pennsylvania State Education Association and he sets forth its viewpoint on professional negotiations. How they should be carried on and the aims and objectives of professional negotiations.

"Breakthrough," Kansas Teacher, 73 (April, 1965), 20-22.

"Breakthroughs of This Year Must Become Followthroughs of The Next Years," Utah Education Review, 59 (September-October, 1965), 9.

Broderick, D. "Negotiations Bill Needs Careful Implementation," Washington Education, 18-20.

_____. "Professional Negotiations: Cooperation in a Mutual Concern," Washington Education, 75 (January, 1964), 16.

Brown, G. W. "Teacher Power Techniques," The American School Board Journal, 152 (February, 1966), 11-13.

An analysis of the militancy among teachers through which teachers seek to obtain better education for children. A possible program and process that might be undertaken is outlined.

Brown, R. S., Jr. "Representation of Economic Interests: Report of a Conference," AAUP Bulletin, 51 (September, 1965), 374-377.

This outline summarizes a seminar held by the A.A.U.P. Experts on the various forms of collective negotiations made presentations to the seminar and these presentations are synthesized in the report.

Bruce, W. C. "Teachers vs. School Boards," The American School Board Journal, 149 (November, 1964), 29.

This editorial traces what has been happening between teachers and school boards. The trends in professional negotiations are set forth and the hope for guiding and directing legislation is expressed.

Burbank, N. E. "Role of the Superintendent in Salary and Welfare Negotiations," Maine Teacher, 26 (December, 1965), 36-37.

Buskin, Martin. "Where Superintendents Fit in Labor Disputes," Nation's Schools, (March, 1967), 79-81;164.

This article is a roundup report of the changing superintendent-teacher relationships due to negotiations. It suggests the superintendents must take an active role in seeking comprehensive legislation regarding negotiations that will be attuned to the conditions of the state and its educational problems.

Butler, J. T. "An Approach to Professional Practices Legislation," NEA Journal, 55:2 (February, 1967), 43.

The article explains how the professional association of the State of Nevada is attempting to create, by means of a state professional practices act, a legal structure in which some of the rights and responsibilities of all the state's educators - administrators, as well as teachers, are clarified.

"Call for Free Negotiations: N.U.T. Objection to Veto," Times (London) Educational Supplement, 2551 (April 10, 1964), 910.

This article sets forth the National Union of Teachers belief in free negotiations between teachers and employers. In its meeting, the union decided on one committee for primary and secondary negotiation.

Caliguri, J. "Teacher Bargaining, Ready or Not?" California Journal of Educational Research, 16 (January, 1965), 46-48.

Dr. Caliguri makes clear the fact that within the framework of public education, school officials and teachers representatives will have to make concessions in their deliberations for the best interests of the public as well as the professional good. The road to negotiations needs to be studied so real progress can be made in the future.

Cantor, A. "Election and Negotiation in Rochester," NEA Journal, 54 (September, 1965), 22-23.

Arnold Cantor tells the story of how the Rochester Teachers Association became the representative for all the Rochester teachers and how the first negotiated contract in the history of the Rochester school system came into being.

Cantor, A. "Road to Progress: Teacher-School Board Relationships," New York State Education, 53 (April, 1966), 23.

Arnold Cantor tells how a successful teacher and school board written agreement can be worked out and the conditions that need to prevail for such an agreements successful use.

Carr, W.G. "Principals Role in Professional Negotiation," National Association of Secondary School Principals Bulletin, 50 (April, 1966), 45-56.

This is an excellent article and well worth reading. It sets the role of the principal in perspective and outlines his duties in straight forward fashion regarding professional negotiations.

_____. "Principals and Professional Negotiations," NEA Journal, 55, No. 5 (May, 1966), 45-46.

A shortened version of Dr. Carr's article "Principals Role in Professional Negotiation."

Carter, B. "Teachers Give Oklahoma a Lesson: NEA Sanctions Against a State," The Reporter, 33 (September 9, 1965), 34-37.

Barbara Carter reports on the conditions that lead to the use of sanctions by the NEA against the State of Oklahoma, Comments by the governor and other leading Oklahoma figures are included relative to the sanctions.

Catlett, R., "Board-Staff Relationships," Illinois Education, 53 (October, 1964), 62-64.

Robert Catlett, Superintendent of Cahokia schools outlines the legal responsibilities of the board of education and the need for defining the roles of board, superintendent, and staff. A formula for healthy board and staff relations is also provided.

Chandler, J. A. "Professional Negotiation: A Way to Work Effectively in the Public Interest," Washington Education, 75 (January, 1964), 12-14.

Cherry, H. L. "Negotiations Between Boards and Teacher Organizations," The American School Board Journal, 146 (March, 1963), 7-9.

Cogen, C. "Departure from the Old Ways: The First Year of New York City Bargaining," The American Teacher Magazine, 48 (October, 1963), 5-6+.

_____. "Negotiation with Teachers," School Management, (June, 1966), 78-84.

_____. "To Revive a Dying School System," The American Teacher Magazine, 48 (October, 1963), 7+.

Cohodes, A. "How New York's Gross Lives and Learns With Unions: Interview With Calvin Gross," The Nation's Schools, 74 (November, 1964), 47-49.

Calvin Gross expresses the feeling that teacher militancy will lead to higher stature for teachers. He does not feel that union activity will change the superintendents role. The article is largely the reaction of Gross to the New York bargaining agreement of 1963-65.

Cohodes, A. "Teachers May Lose More Than They Bargain For," Nation's Schools, (January, 1967), 37.

In this very brief article, the author is simply stating that teacher militancy in both the NEA and the AFT is growing. If school boards are caught unprepared, it is simply because they are ignoring what is going on. Teachers have made significant gains through collective action and they are not going to stop now.

"Cooperative Approaches to Personnel Policies and Practices," Illinois Education, 54 (November, 1965), 129-132.

"Counter-Proposal by Board is not Acceptable to HEA," Hawaii Education Association News, 26 (February, 1965), 1.

Daly, R.O. "Professional Negotiations, NEA Journal, 54 (May, 1965), 30-31.

Written by an NEA salary consultant, this article states the NEA position on negotiations. "The superintendent has the responsibility in the negotiating process to provide information to both teachers and the board. . . ." Daly states teachers of an earlier day were content just to gripe; today they are making demands.

_____. "New Directions for Professional Negotiation," NEA Journal, (October, 1966), 27-29.

Each year legal procedures for collective action by teachers have been strengthened. Some of the characteristics of state legislation on the subject are summarized. Basically, the article emphasizes gains made by teachers since the NEA adopted its first resolution in professional negotiations in 1962.

"Denver Sweetheart Contract," The American Teacher Magazine, 47 (April, 1963), 16.

Doherty, Robert E. "Letter to a School Board," Phi Delta Kappan, (February, 1967), 272-277.

Professor Doherty, in what could be considered an open letter to school boards, surveys the overall implications of collective bargaining for education. Collective bargaining is here now and is expanding rapidly; boards should assume a realistic position and make the most of the situation for the good of education.

_____. "Law and Collective Bargaining for Teachers," Teachers College Record, (October, 1966), 1-12.

Legislation affecting collective bargaining in the U.S. is discussed. A summary is given for each state which has enacted such legislation. Probably the most useful part of the article is the section which presents a proposed model for collective negotiation legislation.

_____. "Negotiation: Impact of Teacher Organizations Upon Setting School Policies," Clearing House, (May, 1966), 515-524.

Negotiation is a process in which boards and teacher organizations test each other's strength. Teachers are demanding a voice in matters which affect their working conditions. The problem is how to balance the interests of teachers with the needs of children and what the community can afford.

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Donovan, B.E., Anderson A., Cogen, C., and Wolpert, A.W. "Collective Bargaining vs. Professional Negotiations," School Management, 9 (November, 1965), 68-75.

The authors present separate statements for management, for mediators, for collective bargaining, and for professional negotiations. The entire presentation is based on a debate presented by the Association of School Business Officials. This article gives a good overview of opposing viewpoints.

Doyle, R.P. "Negotiations and Sanctions in Public Education," Arizona Teacher, (September, 1963), 12-14.

Duncanson, D. "School Board-Staff Relations," The Teachers' College Journal, 37 (December, 1965), 101-115.

This is a good treatment of the entire subject by five different authors in separate articles. The author represent opposing viewpoints. All agree that the time is here to take a positive approach and make the most of negotiations for the good of students, teachers, and all of society.

Education U.S.A. "The Superintendent and Professional Relations," (November 24, 1966), 73.

This report is based on a publication of AASA. School boards are urged to accept the view that professional negotiations are here to stay and that the pace will quicken. They state that school superintendents should play the role of an independent third party - that this role has no equal in commercial or industrial fields.

Elam, S. M. "Collective Bargaining and Strikes or Professional Negotiations and Sanctions?" The Education Digest, 28 (January, 1963), 1-4.

This article is an account of the power struggle between the NEA and the AFT. Relative gains are assessed. The author concludes that teachers should be goal oriented, not organization oriented. "They must make their organizations serve their just goals."

_____. "Who's Ahead and Why: The NEA-AFT Rivalry," Phi Delta Kappan, 46 (September, 1964), 12-15.

Basically this article presents the professional versus the union point of view. Considerable attention is given to the gains made by the UFT in New York City and the controversy which was stirred up in Utah by the proposal of sanctions by the UEA. Except for some semantical differences, the article presents the AFT affiliate and the NEA affiliate as looking similar.

Epstein, B., "What Status and Voice for Principals and Administrators in Collective Bargaining and Professional Negotiation by Teacher Organizations?" National Association of Secondary School Principals Bulletin, 49 (March, 1965), 226-259.

In order to inject the administrator's role, Epstein covers the entire field of collective negotiations for teachers. He makes fourteen general recommendations pertaining to the role of administrators, one of which is that administrators should set up organizations to present their views separately and distinctly.

_____. "Negotiation vs. Bargaining: Review of the Principal's Role in Collective Negotiations Between Teachers and School Boards," National Association of Secondary School Principals Bulletin, (September, 1966), 103-110.

Epstein reviews a book authored by three members of the NEA professional staff. He says, "Professional Negotiation in Public Education says what the NEA wishes to say, avoids saying what the NEA wants to avoid saying, and reasons with problems as the NEA does."

_____. "Why Principals Want to Negotiate for Themselves," Nation's Schools, (October, 1966), 66-67.

"Caught between the central office and teacher militancy, the principal must lead his school by blending management and educational skills, round table panelists agree as they tell what the principal should -- and shouldn't -- be doing. Principals need a framework to protect their own interests."

Erickson, K. "Profession's Role: Salary Negotiations," Michigan Education Journal, 42 (January, 1965), 15.

The author presents a very brief look at the status of salary negotiations in Michigan.

Evans, J. C., Jr. "Utah Teachers Pin Hope on a New Strategy," Phi Delta Kappan, 46 (September, 1964), 15.

John C. Evans, executive secretary of the Utah Education Association, presented a brief account of the crisis in education which Utah experienced in 1964.

"Executive Council Urges Bargaining, Scores Sanctions," The American Teacher Magazine, 47 (February, 1963), 18.

Exton, E., "NEA Blueprint for Professional Negotiations," The American School Board Journal, 147 (September, 1963), 35-37.

As the title indicates, this article presents the NEA point of view. Included also is the position of the National School Board's Association. The article is concluded with a listing of some NEA activities in professional negotiations.

_____. "Teachers' Groups Challenge Lay School Board Control," The American School Board Journal, 147 (August, 1963), 28-29+.

The author makes the point that teachers are now in a position to challenge unilateral control of the conditions pertaining to their employment. Some attention is given to the guidelines prepared by the NEA.

"Federal Aid to Education, Professional Negotiations, Teacher Political Activity: Interview with R.H. Wyatt," Ohio Schools, 42 (April, 1964), 30-32.

An interview with former NEA President, Robert H. Wyatt, revealed the point of view expressed by the NEA some three years ago.

Fewkes, J.M., "Dawn of a New Era for Teachers: Chicago Teachers' Union," The American Teacher Magazine, 48 (October, 1963), 13-14+.

"First in the State," Massachusetts Teacher, 44 (October, 1964), 24.

Fitzpatrick, J. L. "Milwaukee Vocational Story: Milwaukee Vocational Teachers' Union," The American Teacher Magazine, 48 (October, 1963), 11-12+.

Gallop, A. L. "Can Teachers Bargain?" Minnesota Journal of Education, 45 (February, 1965), 2-3.

This article by the executive secretary of the Minnesota Education Association concerns the status of state legislation on collective negotiations. It is an attack upon the union position.

Garber, Lee O. "How to Free Superintendents From Negotiation Hazards," The Nation's Schools, 77 (March, 1966), 139.

The author gives a good brief discussion of the dilemma of the superintendent. Although some of his suggestions are constructive, he does not satisfactorily answer the impossible question posed by the title.

Gerritz, A. E. "In My Opinion," Washington Education, 77 (October, 1965), 4.

Gibbs, G. R., Jr. "Evolution or Revolution," New York State Education, 53 (February, 1966), 9-10.

Gibbs is saying that teacher participation in educational policy formulation must come. The question is whether it will come by evolution or revolution. The answer to this question must be provided by each community through its board of education.

Giese, D., and Simmons, G. "PN Accord Gained by Fourteen Schools," Michigan Education Journal, 42 (December, 1964), 6-7+.

The authors present a brief discussion of the elements of negotiating arrangements from the NEA point of view. Fourteen Michigan locals which have negotiating arrangements are listed.

Gillie, P. "Professional Negotiations - The Other Side," Washington Education, 76 (April, 1965), 12.

Gleckler, B. "Dodge City Sets Kansas Pace With Board-Staff Statement," Kansas Teacher, 73 (December, 1964), 24-27.

Good, C. "New Backstop for Brush Fires," Nebraska Education News, 18 (April 10, 1964), 6-7.

_____. "Staircase for the Status-Seekers," Nebraska Education News, 20 (November, 1965), 4-5.

Guba, Egon, and Borcova, Shirley Lipson, Editors, "Negotiations in Education," Theory Into Practice, IV (April, 1965), 49-80.

"Guidelines for Working Relations Between School Boards and Professional Teachers Associations," Minnesota Journal of Education, 45 (December, 1964), 18-19.

This is a policy statement approved by the Board of Directors of the Minnesota Educational Association and the Minnesota School Boards Association. The recommendations that are offered are one means for school boards and teachers to establish and maintain good working relations.

Hannan, C. J. "Professional Negotiation: A Strong Voice for an Independent Profession," Washington Education, 75 (January, 1966), 11-12.

Hanson, E. H. "Professional Negotiations in Rock Island," Education, 86 (January, 1966), 317.

"Hard Bargaining," Times (London) Educational Supplement, 2574 (March, 1964), 662.

Hill, F. W. "The Art and Science of Personnel Negotiations," American School and University, 38 (September, 1965), 57+.

Hipp, F. L. "Advancing the Welfare of Members: Urban Associations," NEA Journal, 53 (January, 1964), 19-20.

Mr. Hipp is making an appeal for professional negotiations. He outlines three steps that should be used by teachers and administrators to solve any problems.

_____. "Profession in Search of a Future," Kentucky School Journal, 44 (September, 1965), 8-10+.

Hixson, R. A. "Battle for Bargaining in the Smoke of River Rouge," The American Teacher Magazine, 49 (December, 1964), 9-10.

Hoynes, D. J. "Communications and Good Faith Are Keys to Effective Teacher-Superintendent-Board Relations," Montana Education, 42 (April, 1966), 6.

Loynes suggests in this article that negotiation laws that have been enacted in several states have resulted not from need but because of competition between professional organizations and labor unions. He says that legislation can create problems where none existed before.

Hopkins, J. "Review of Events of Professional Negotiations," Theory Into Practice, 4 (April, 1965), 51-54.

Jaggers, G. "Richard Van Hoose: Profile of a Leader," Kentucky School Journal, 44 (April, 1966), 10-11.

_____. "What is This Professional Negotiation?" Kentucky School Journal, 44 (March, 1965), 10-11.

Jaggers says that Kentucky has had professional negotiations for a long time under another name. He states that professional negotiations, in and of itself, will not be our"salvation", we will succeed in terms of the effectiveness of our work, and not through some "gimmick."

Johnson, W. "Professional Negotiation: How Do We Negotiate?" Washington Education, 75 (January, 1964), 15-16.

Jones, A. "Professional Negotiations: A Proper Procedure, A Potential Boon," Washington Education, 76 (January, 1965), 15-16.

Jordan, K. F. "Who Shall Be the Effective Voice for American Teachers?" The American School Board Journal, 147 (July, 1963), 38.

Kalkstein, S., "Oklahoma's Education War: NEA Sanctions," Look, 30 (January 25, 1966), 80+.

Kennan, Richard B. "Professional Sanctions: Where, When, and How," NEA Journal, 52 (December, 1963), 37-38.

In this article Mr. Kennan defines sanctions and gives some of the pros and cons of using sanctions.

_____. "Sanctions are Effective," NEA Journal, 65 (November, 1965), 31-32.

Mr. Kennan discusses the use of sanctions against states and local school districts. The latest one in this article was the state of Oklahoma.

Kennedy, K. D. "Role of School Executives," Michigan Education Journal, 43 (January, 1966), 18-19.

This article by Kennedy is the result of letters received after passage of Public Acts 282 and 379 by the 1965 Michigan Legislature.

Kennedy is pointing out that bills are being introduced by teachers organizations to secure collective negotiation rights outside Michigan. He is saying that negotiations procedures will not separate administrators from their staffs unless they have been in the habit of doing so before but it is a real opportunity to bring them closer.

Kentucky Education Association. "Professional Negotiation," Kentucky School Journal, 44 (January, 1966), 9.

Kite, R. H. "Negotiation or Collective Bargaining?" Florida Education, 41, (September, 1965), 40-45.

Dr. Kite discusses the two options that teachers are taking to help make educational policy: professional negotiations and collective bargaining. The article is written primarily for teachers in Florida, but is applicable anywhere.

Krantz, L. L., and Culp, C. "Professional Negotiations," Ohio Schools, 42 (December, 1964), 24+.

This is the result of a study that was conducted in Ohio to see what headway was being made between teachers and teacher organizations and boards of education in securing professional negotiations agreements.

Kratzmann, A. "Alberta Teachers' Association and Collective Bargaining," Theory Into Practice, 4 (April, 1965), 75-78.

Kruger, D. H. "Professional Negotiations: Toward Quality Education," Michigan Education Journal, 41 (April, 1964), 30+.

Kruger thinks that a professional negotiations program that is well organized will strengthen the teaching profession. He gives four phases of a total professional negotiations program in addition to negotiations.

Law, K. L. "Plea for Order," Connecticut Teacher, 32 (December, 1964), 29.

"Legal Tools for Educators: Acts 282 and 379," Michigan Education Journal, 43 (October, 1965), 3.

Acts 282 and 379 that were passed by the Michigan Legislature and pertaining to collective negotiations are explained.

Lieberman, Myron. "Teachers Strikes: Acceptable Strategy?" Phi Delta Kappan, 46 (January, 1965), 237-240.

The question of whether or not teachers should strike is explored. Lieberman suggests that the public interest in continuous educational service will be best served by avoiding punitive anti-strike legislations and by the development of realistic, equitable procedures for resolving whatever issues may arise between teachers and their employers.

_____. "Teachers' Strikes: An Analysis of the Issues," Harvard Educational Review, 26, (Winter, 1956), 39-70.

The author looks at the problems which teachers strikes raise and some of the issues involved. He defines and describes teachers strikes, investigates their various aspects and considers their legal status. Much of the material is very similar to the material in the chapter on teachers strikes found in the recent book by Lieberman and Moskow, Collective Negotiation for Teachers.

Lowe, William T. "Who Joins Which Teachers Group?" Teachers College Record, (April, 1965), 614-619.

This study attempts to identify significant differences between teachers who join one of the teacher organizations or the other. It was conducted among approximately 600 teachers in one suburban school system in New York. A number of differences were found mainly related to morale and dissatisfaction. The lack of a broad base for the sample makes it impossible to generalize to other groups and situations.

MacArthur, G. A. "Case for Professional Procedures," Massachusetts Teacher, 44 (March, 1965), 16-17.

Maynard Signs Three-Level Negotiations Agreement," Massachusetts Teacher, 44 (April, 1965), 3-4.

McKenny, J. W. "Big City Teachers Discover a New Tool," CTA Journal, 61 (May, 1965), 18-24

McLaughlin, "Collective Bargaining--The New Trend," Labor Law Journal, 15, No. 8, (August, 1964), 499-518.

The author proposes that collective bargaining should be an informal forum where labor-management relations are discussed in a leisurely manner. Essential elements of such an approach are: (1) parties must have freedom of discussion without commitment, (2) this discussion should be supplementary to actual contract negotiations.

Megel, C. "AFT Reply: Which Organization Gets Results?" Phi Delta Kappan, 46 (September, 1964), 19-21.

Mr. Megel, in his keynote address before the August convention of the AFT, is pointing out that of the 22 collective bargaining elections in which there was a contest between the AFT and NEA that each have won eleven. AFT won bargaining rights for 62,502 teachers while NEA represented only 7,881.

_____. "Can a Case Be Made for Teacher Unions?" The Nation's Schools, 73 (February, 1964), 51+.

Carl Megel, president of the American Federation of Teachers, gives the union's side in the conflict between districts and their teachers over collective bargaining.

Michigan Education Association, Professional Negotiations Committee. "Procedure for Negotiation," Michigan Education Journal, 41 (November, 1963), 9-10.

This is a general outline adapted from the list of recommended negotiation procedures developed by the Michigan Education Association's Professional Negotiations Committee.

Miller, W. C. "Curricular Implications of Negotiation," Educational Leadership, 23 (April, 1966), 533-536.

The changing role of the teacher and the impact this status change will have on curriculum improvement is discussed.

"Milwaukee Teachers Choice: Professional Organization or Teachers Union," Wisconsin Journal of Education, 96 (January, 1964), 11.

Mosk, E. "Attorney Holds Bargaining Right, Proper," The American Teacher Magazine, 47 (April, 1963), 19-20.

Moskow, Michael. "Collective Bargaining for Public School Teachers," Labor Law Journal, (December, 1964), 787-794.

This article reviews the developments in collective negotiations in education. The author points out how the similarities and differences between education and labor negotiation procedures and recommends a number of steps which need to be taken to formalize and equalize bargaining in education. These recommendations basicly follow established labor practices.

Moskow, M. "Recent Legislation Affecting Collective Negotiations for Teachers," Phi Delta Kappan, 47 (November, 1965), 136-141.

Today, more than one-quarter of the nation's teachers are covered by collective negotiations agreements of one kind or another, up at least 25 percent from 1964-65. Here an authority on the subject analyzes the new state laws in California, Connecticut, Michigan, Oregon, Washington and Wisconsin.

_____. "Teacher Organizations: An Analysis of the Issues," The Teachers College Record, 66 (February, 1965), 453-463.

Murray, D. "Professional Negotiations: How Do We Develop Bases for Effective Negotiations?" Washington Education, 75 (January, 1964), 14+.

NEA, "Formal Group Action: Teacher-Opinion Poll," NEA Journal, 54 (September, 1965), 23-24.

This was a survey by the NEA Research Division. The results of the survey indicated: (a) an overwhelming majority of classroom teachers favored formal group actions in determining salary and welfare benefits, and (b) teachers greatly favored the process of professional negotiations over that of collective bargaining.

NEA, "Teacher Opinion Poll: Professional Sanction," N.E.A. Journal, 54 (November, 1965), p. 68.

A statement of question ask, ". . . . favor or oppose the use of professional sanctions . . . .?" Results listed as strongly favor to strongly oppose. Two tables, men-women and geographic area.

"NEA Moves to Boost Profession's Voice: Florida Prominent," Bulletin of the Florida State Teachers Association, 40 (September-October, 1964), 35.

"Negotiations Bill--A Major Effort at the Capitol," Connecticut Teacher, 32 (May, 1965), 56.

"Negotiating With Teachers: Interview With F Bottomly," School Management, 9 (May, 1965), 81-87+.

An attempt to answer questions about negotiating with teachers. A summary of experiences of three school districts that have successfully dealt with this problem. Guidelines used by them and issues and answers that were faced by these boards and administrators are summarized.

'Negotiations in Warren Offer Glimpse of a Future Already Here: Interviews," Michigan Educational Journal, 43 (September, 1965), 6-12.

Brief review of beginnings of professional negotiations in Warren, Michigan. Followed by interviews with persons in leadership positions on both sides. An insite is gained in an area that is relatively new, but is rapidly spreading in many sections of the country. Most of those involved feel that a written agreement of procedures is a must prior to professional negotiations.

"Negotiations: Key to Agreement," Minnesota Journal of Education, (October, 1966), 13-16.

"Negotiations: Power, Progress, Pitfalls," Michigan Education Journal, (September, 1966), 12-14.

"Neighborly Advice," The Ohio Education Association Report Card, (September, 1966), 1-2.

Nelley, K. "P.A. 298: What it Provides," Connecticut Teacher, 33 (December, 1965), 6-7.

"Newark: An Example of Professional Negotiations," Maine Teacher, 26 (September, 1965), 37.

"New Bargaining Bill in Minnesota Legislature," The American Teacher Magazine, 49 (April, 1965), 15.

Newlon, R. and Lee, B.J. "Denver Achieves Professional Negotiations," NEA Journal, 52 (February, 1963), 14-16.

A summary of how Denver's classroom teachers proceeded to establish professional negotiations in their city. Brief comments on parts of the professional negotiations statement are used to indicate the evolution that took place from the inception of the attempt to established professional negotiations to its adoption by the board and classroom teachers association.

Nolte, M. C. "Is the Board an Employer Under A State's Labor Relations Law?" The American School Board Journal, 151 (September, 1965), 9-10.

A case brought to the Kansas Supreme Court to determine if a school board is an "employer" in the usual sense of the word as it is used in the Kansas Employer and Employee Relations Statutes. Court concluded that it was not as

it, the Board of Education, is a political subdivision of the state and as such, it was not the intent of the legislature to embrace them in the term "Employer" as used in the act.

Nolte, M. C. "Professional Negotiation," Colorado School Journal, 80 (May, 1965), 12-14+.

_____. "Teacher Militancy May Be Counterpressure," The American School Board Journal, 151 (October, 1965), 7-8.

Pressures of society upon education in general, and on teachers in particular, are considered. A somewhat unique theory is then advanced that growing teacher militancy may very well be a counterpressure to these pressures upon them. Technological and financial pressures combine to provide the largest group of pressures on teachers and are, in part, ones which teachers may be able to change.

Nolte, M. C. "Teachers Face Boards of Education Across the Bargaining Table; Legally," The American School Board Journal, 150 (June, 1965), 10-12.

Collective bargaining laws in the public sector of the economy undoubtedly will incorporate many of the provisions found to be of value to labor in the past three decades. This article considers collective bargaining in an historical context and the implications of professional negotiation for education.

Nolte, M. C. "Teachers Seek Greater Independence Through Legislative Channel," The American School Board Journal, 152 (March, 1966), 7-9.

The author discusses recent legislation aimed at improving the professional autonomy of teachers. General categories considered include (1) worker benefit statutes, the so-called "fringe benefits" laws; (2) "anti" laws, prohibiting practices prejudicial to the teaching profession; (3) professional practice acts by which the profession policies its own ranks; and (4) professional negotiations and collective bargaining statutes.

"Of a Future Already Here," Michigan Education Journal, 43 (September, 1965), 6-12.

The experiences of the Warren Education Association of Michigan with professional negotiations are described. Participants representing both the teachers and the school board give views on professional negotiations before and following these sessions. The function of a mediation board is discussed in some detail. Negotiations were conducted under an agreement adopted earlier by the school district.

"Partnership Approach," New York State Education, 52 (May, 1965), 56.

This editorial comment considers pending legislation in New York State which would establish procedures guaranteeing teachers the opportunity to participate in the formulation of policies related to their professional service.

Patterson, T., "P.N. Spreads Across Country," Michigan Education Journal, 43 (September, 1966), 2.

Patterson treats the growth of professional negotiations in education since its introduction at the 1962 NEA Convention. Professional negotiations is a new experience for teachers, and one in which professional associations can provide valuable assistance.

Perry, C. R. "School Board-Staff Negotiations," The Teachers College Journal, 37 (December, 1965), 103-109.

Teachers are turning increasingly to organization and direct influence in the educational decision-making process. This article discusses the current status of school board-staff relationships. The structure of negotiations, and the scope of the bargaining procedure are considered: Is negotiation and the exercise of power implied by it an appropriate vehicle for the resolution of professional questions in school board-staff relationships? Clear patterns have not yet evolved in professional negotiations. Legislation and current trends, however, are expanding the role of collective bargaining in this area.

"P.N. guide to Help Local MEA Units Develop Professional Negotiations," Michigan Education Journal, 42 (May, 1965), 17-19.

"The Professional Negotiation Committee of the Michigan Education Association offers its professional negotiation procedures as a sample agreement which includes many of the principals that the committee believes should be embodied in professional negotiation agreements."

"Preparing for Negotiations," Michigan Education Journal, 43 (October, 1965), 2.

Michigan legislation has authorized local units of the Michigan Education Association to negotiate with boards of education on salary and conditions of work. The implications of this legislation are discussed, and the pioneering negotiating election in Highland Park is described.

President's Letter," Maine Teacher, 26 (December, 1965), 19+.

"Procedure for Negotiation," Michigan Education Journal, 41 (November, 1963), 9-10.

This outline for negotiating procedures is adopted from the procedures recommended by the Professional Negotiations Committee of the Michigan Education Association.

"Professional Organization or Teachers Union," Wisconsin Journal of Education, 96 (January, 1964), 11.

As the Milwaukee public school teachers face a representation election, the merits of a professional organization are contrasted with those of a teacher union.

"Professional Negotiation," Colorado School Journal, 80 (April, 1965), 14-15.

"Professional Negotiation: A New Approach in Teacher-Trustee Relations," Idaho Education News, 20 (December, 1965), 1-8.

"Professional Negotiations," New Jersey Education Association Review, 37 (May, 1964), 516-520.

"Professional Negotiations at Gallup," New Mexico School Review, 44 (September, 1965), 29+.

"Professional Negotiation Is Not a Revolutionary Approach," Idaho Education News, 18 (January, 1964), 2.

Radke, Mrs. Fred A. "Real Significance of Collective Bargaining for Teachers," Labor Law Journal, (December, 1964), 795-801.

The author, a past president of the National School Boards Association presented this paper to a state Chamber of Commerce meeting. It explains the vigorous opposition of the NSBA to any form of collective bargaining based on the belief that the authority of the board of education is established by law and this authority cannot be delegated to others. The articles goes on to point out some of the implications of teacher militancy and how school boards can cope with it.

Raffale, Joseph. "Collective Bargaining and the National Interest," Labor Law Journal, Vol. 14, No. 6 (June, 1963), 514-526.

Raffale, J. A. "Needed: A Fourth Party in Industrial Relations," Labor Law Journal, Vol 13, No. 3 (March, 1962), 230-244.

Weaknesses in the present system of collective bargaining and arbitration and the possible reasons for them are explored by the author in this article. He submits that the role of government in arbitration hampers the entire process and proposes, as a remedy, the organization of a national body, free from government control, which would disseminate information on the economic and collective bargaining policies of the parties.

Reuther, W. B. "Road to a Brighter Tomorrow for Teachers," The American Teacher Magazine, 48 (April, 1964), 5-6+

Rice, A. H. "NEA Acts On Integration, P.N., Sanctions," Michigan Education Journal, 43 (September, 1965), 22-25.

This article is a report on the 1965 NEA convention. Executive Secretary, William G. Carr cites growth in the use of sanctions and professional negotiations. As of June 21, 1965, he says, 364 written professional negotiation agreements were on file with NEA.

Rice, A. H. "Teacher Unrest Has Damaged School Public Relations," The Nation's Schools, 75 (March, 1965), 46-47+.

"The militant mood of teacher groups as set back the goal of school public relations programs."

Rice, A. H. "Why Teachers Do Not Accept the Superintendent as Spokesman: Review of the Unique Role of the Superintendent," The Nation's Schools, 75 (April, 1965), 36+.

This article considers the role of the superintendent in professional negotiations. How can the superintendent act simultaneously as an agent of the school board and as a leader of the professional staff?

Riordan, M. E. "Operation Bandwagon in Detroit: Detroit Federation of Teachers," The American Teacher Magazine, 48 (October, 1963), 15-16.

Roach, S. P. "Collective Bargaining," School Management, 10 (March, 1966), 66.

Rombouts, J. R. "New Michigan Industry," Michigan Education Journal, 43, (January, 1966), 34-35.

Rozzell, F. "Professional Negotiation - A Right and a Responsibility," Journal of Arkansas Education, 36 (April, 1964), 10-11+.

Scanlon, J. "Strikes, Sanctions, and the Schools," Saturday Review, 46 (October 19, 1963), 51-55+.

The increasing militancy of teachers and the power struggle between the AFT and NEA, have caused considerable uneasiness on the part of school board members and superintendents across the country. In recognition of this new militancy, NEA has urged its local associations to engage in "professional negotiations." Conflicts which have arisen in New York and Utah are examined for similarities.

Schaub, D. W. "Focus on Professional Negotiations," Ohio Schools, 41 (March, 1963), 12-13.

This report on a Professional Negotiations Conference in Ohio discusses the common goals outlined by board members, administrators, and teachers. Participants agreed that all school groups must be brought into the development of any effective policies on professional negotiations. Boards of education should begin to develop specific policies to cover negotiations, and the superintendent was recognized as the key to sucessful negotiating practices.

"School Forecast for 1970; Emphasis on Missouri," School and Community, 52 (March, 1966), 10-11.

A review is made of educational needs and forecasts of needs in the State of Missouri.

Seldon, David. "American Federation of Teachers: What it Wants, How it Bargains, Where It's Headed," School Management, 8 (February, 1964), 56-58+.

A union organizer explains the position and role of the American Federation of Teachers in collective bargaining.

_____. "Class Size and the New York Contract," Phi Delta Kappan, 45 (March, 1964), 283-287.

David Selden, professional organizer for the United Federation of Teachers in New York City, considers certain aspects of a contract between the union and the City Board of Education. The union negotiated successfully for restriction in maximum class size. By establishing limits on class size, the union has entered the arena of budget-making implications are that in future negotiations teachers might give consideration to matters once exclusively the concern of the Board of Education.

Sheehan, W. J. "Paternalism Passes - Reluctantly," Connecticut Teacher, 33 (December, 1965), 6-7.

_____. "Spirit of 298," Connecticut Teacher, 33 (November, 1965), 1.

Seitz, R. C. "Rights of Public School Teachers to Engage in Collective Bargaining and Other Concerted Activities," 1963 Yearbook of School Law, (1963), 204-222.

The author points legal implications of the right to organize and participate in collective negotiations. This is carefully developed through historical developing that indicate the rights of public employees. An effort is made to look at some recent changes and the tolerance level that organizations must look for in pushing issues.

Seitz, R. C. "Collective Bargaining Can Help Achieve Reasonable Agreement," School Board Journal.

A prediction was made that more state statutes would provide for collective negotiations in the future. The author does not believe that a statute should make a union shop clause appropriate for public employment. Other viewpoints of an appropriate statue or statutes are discussed in a meaningful manner.

Smith, Russell, and Doug B. McLaughlin. "Public Employment: A Neglected Area of Research and Training in Labor Relations," Industrial and Labor Relations Review, Vol 41, No. 1 (October, 1962), 30-35.

The authors of this article are criticizing the colleges and universities for not conducting more research in the area of public administration. They build their case and submit evidence why the colleges and universities should offer more courses for students and help prepare them better for public administration.

Spragge, J. A. "How Shall Teachers Negotiate," North Carolina Education, 31 (September, 1964), 23+.

Teachers are reluctant to demand quality education. The answer to the economic problems faced by education lies in public enlightenment. A public demand for educational quality must be generated which will outweight reluctance to incur taxation. Secondly, teachers must be lead to see beyond their immediate responsibilities and "perceive a transcendent responsibility for the future of their profession."

Steet, M., and Ryan, J. "Airing the Issue: Concerning the Rights and Obligations of Teachers to Negotiate," The Instructor, 73, (February, 1964), 49+.

The article reports a discussion between representatives of the Philadelphia Teachers Association and the Philadelphia Federation of Teachers concerning the rights and obligations of teachers to negotiate.

Steffensen, James P. "Board-Staff Negotiations," School Life, 47 (October, 1964), 6-8.

This general discussion of board-staff negotiations considers the following questions: (1) What types of matters are defined as "negotiable?" (2) What action might follow an impasse between the teachers' organization and the board of education? (3) What is the role of the superintendent in professional negotiations?

Stevens, Barbara J. "Professional Negotiations Policy, Procedures, Reviewed: With Suggested Form for Agreement," Pennsylvania School Journal, 114 (September, 1965), 14-16.

This article is a brief review of policy and procedures in professional negotiations in Pennsylvania. Included in this issue of the Pennsylvania School Journal is a reprint of the suggested form for a professional negotiations instrument.

Stinnett, T. M. "Professional Negotiation, Collective Bargaining, Sanctions, and Strikes," National Association of Secondary School Principals Bulletin, 48 (April, 1964), 93-105.

In the light of evolving school board-staff relationships; this discussion attempts to define professional negotiation and collective bargaining. The distinctions between a strike and professional sanctions are enumerated. Sanctions, says the author, do not propose to violate a contract, do not interrupt services to children, and do not use the picket line to assure the closing of schools. Different types of sanctions are defined and discussed.

Stoneking, Wayne A. "Changing Times Require Cooperative Action," Illinois Education, 52 (February, 1964), 234-235.

The Executive Secretary of the Illinois Education Association encourages agreements between boards of education and professional organizations. Challenges of changing times may best be met, says the writer, by cooperative efforts between independent professional organizations and boards of education.

Storey, H. W. "Collective Bargaining Under Wisconsin Law," The Teachers College Journal, 37 (December, 1965), 110-115.

A Wisconsin school board member offers an analysis of collective bargaining with teachers organizations as an introduction and aid for persons not familiar with negotiation procedures.

Storey, H. W. "Collective Bargaining With Teachers Under Wisconsin Law," Theory Into Practice, 4 (April, 1965), 61-65.

The article reviews Wisconsin's Act of 1959 giving teachers the right to self-organize and affiliate with labor organizations. A list of collective bargaining steps is given and would be helpful especially if one organization has been named as the exclusive representative. Of significance is WERB's "no-strike-fact-finding" solution to teacher negotiations.

Stumpf, W. A. "New World of Educational Administration: Teacher Militancy," The American School Board Journal, 152 (February, 1966), 10.

The how and why teacher militancy has probably come about from past experiences. A hard look at some of the previous administrative behavior causing a change in teachers behavior.

"Suburbs Face Decisions: Lincoln Park Victory," Michigan Education Journal, 43 (September, 1965), 13.

This summary of recent events in the Lincoln Park School District of Michigan lists the problems facing the district. The board of education accepted a professional negotiations agreement as a step toward the solution of these problems.

"Suggested Form for Agreement," Pennsylvania School Journal, 114 (September, 1965), 16.

A written agreement that could be adopted for useage between teacher organizations of Pennsylvania and school districts.

"Suburbs Face Decisions: Lincoln Park Victory," Michigan Education Journal, 43 (September, 1965), 13.

An account of problems in Lincoln Park, Michigan and how the Michigan Education Association imposed sanctions and for what reasons.

"Teacher Opinion Poll: Professional Sanctions," NEA Journal, 54 (November, 1965), 68.

A study conducted by the NEA Research Division using a national sample of NEA members and non-members (not defined). Several questions were asked regarding teachers beliefs on the strike issue. An analysis is made of the responses of sub-groups from the sample.

"Teacher-School Board Relations: A Policy Statement," New York State Education, 51 (March, 1964), 8.

A proposed bill of policy on teacher-school board relations was introduced to the education committee. This article explained why such a bill was needed and the benefits that it would provide.

"Teacher-Superintendent-School Board Relationships," Maine Teacher, 25 (May, 1965), 27-29+.

"Teachers, Administrators Form Commission," The NEA Reporter, (October 28, 1966).

"Ten Principles of Negotiation," Journal of Arkansas Education, 36 (April, 1964), 9.

"Tenure Professional Negotiations," Michigan Education Journal, 41 (November, 1963), 5.

Tenure of teachers is a prime reason for negotiations. Tenure will help insure basic stability which education as a profession needs in order to attempt to achieve its ultimate goal; the best attainable education for every person.

"The Measuring Stick," The Ohio Educational Association Report Card, (September, 1966), 4.

Turnbaugh, R. C. "How To Set Teacher Negotiation Policy," The Nation's Schools, 77 (March, 1966), 134+.

The article states how the School Board in Geneva, Illinois, used a little preventative medicine by making sure its policies on teacher negotiations were clear and in writing. The teachers and board including superintendent set out plans for agreements on "salary, welfare provisions, working conditions, and other problems of mutual concerns."

Unruh, A. "Negotiations and the Role of the Superintendent," Education Forum, 29 (January, 1965), 165-169.

"Urges A-439 to Settle Grievances," New Jersey Education Association Review, 39 (December, 1965), 233.

"U.S. Chamber of Commerce Opposes Bargaining Tactics," New York State Education, 51 (March, 1964), 41.

The results of a mail survey to members of the Chamber of Commerce showed that they were against collective bargaining between unions and governmental agencies (school boards).

"Utah Teachers Vote to Reopen Negotiations," Illinois Education, 52 (November, 1963), 121.

A short article stating facts on Utah Education Association's vote to reopen negotiations and their demands.

"Voice in Shared Responsibility in Policy Development," School and Community, 52 (September, 1965), 22-23.

Wagner, G. "Local 1460: United Federation of College Teachers," Universities Quarterly, 19 (December, 1964), 78-80.

Ware, M. L. "There are Some Real and Important Differences Between Collective Bargaining and Professional Negotiations," NEA Journal, 51 (November, 1962), 28-30.

A consideration of why teachers should choose professional negotiation over collective bargaining. This article, by an attorney, delineates some of the questions raised in any consideration of professional negotiation as opposed to collective bargaining. Illustrations are drawn to emphasize the differences between these two procedures.

_____. "Professional Negotiation," New Mexico School Review, 43 (December, 1963), 24-25.

_____. "Basic of Professional Negotiations," Michigan Educational Journal, 41 (November, 1963), 6-8.

Some basic procedures for negotiations are listed. These are along lines recognized by most people who write in this area as basic. Several paragraphs emphasize that teachers readily negotiate benefits and working conditions other than salary.

Watson, B. C. "The Principal: Forgotten Man in Negotiations," Administrator's Notebook, (October, 1966).

Watson, G. E. and Anderson, A. "Two Looks at Chapter 111.70," Wisconsin Journal of Education, 98 (April, 1966), 8-13+.

Two view points on the division of educational forces in Wisconsin. One (Watson) is unhappy since this tends to further separate school administrators from teachers, and forces a non-education body into making educational decisions. Anderson feels that Wisconsin is ahead of the game in negotiations as compared to other states.

"Ways to Deal With Teacher Militancy: Interview With Calvin Gross," Phi Delta Kappan, 46 (December, 1964), 147-151.

This article is the transcript of a telephone interview with the battle-scarred veteran Superintendent of New York City. Gross gives his views on boycotts, administrators positions, etc. At the present time (after Gross' departure) the article seems to carry more significance.

"We Believe in Professional Negotiation," Colorado School Journal, 79 (November, 1963), 30.

"WERB Decision Highlights," Wisconsin Journal of Education, 98 (October, 1965), 16-17.

"WERB Orders Milwaukee Bargaining Election," The American Teacher Magazine, 48 (December, 1963), 19.

A short article on WERB's action in Milwaukee. A brief review of the hearing and the teacher organizations involved.

West, A. M. "Local Associations Move Toward Professional Negotiations," NEA Journal, 53 (February, 1964), 26-28.

An overview of NEA's role in aiding and assisting local associations in preparing for negotiations. The places where movements are being made are identified along with their problems.

West, A. M. "NEA Tackles Urban Problems," Phi Delta Kappan, 45 (March, 1964), 293-296.

This article is centered on the Milwaukee approach by conflicting teacher organizations. The writer, an NEA employee, gives an account of NEA's and AFT's success or failures. As expected, the article is slanted toward NEA's success and viewpoints.

West, A. M. "Professional Negotiations or Collective Bargaining?" The National Elementary Principal, 42 (February, 1963), 20-25.

An article urging professionalism of teachers in their actions with boards of education. The author distinguishes between professional negotiations and collective bargaining in five steps. He urges teachers to remove themselves from labor laws and precedents.

"What if Your Teachers Organized a Union Shop, Wanted Exclusive Representation, Then Struck?" The Nation's Schools, 72 (August, 1963), 58.

A quiz to administrators about teachers ability to organize and what they could do if organized. Seven basic items are given to be defined and then the readers answers can be compared with the answers of W. A. Wildman.

"When Teachers Organize: Appeal from an Impasse: Professional Negotiation and Collective Bargaining," Monthly Labor Review, 87 (November, 1964), 1295-1296.

Wildman, W. A. "Collective Action By Public School Teachers," Industrial and Labor Relations Review, Vol. 18, No. 1 (October, 1964), 3-19.

The author covers the "water front" on collective negotiations by teacher groups. How teachers have organized, NEA's views. AFT's views, AASA's reaction, NSBA's reaction and many other reactions are discussed in depth along with appropriate statistical data relating to current trends of organizing.

Wildman, W. A. "Collective Action by Public School Teachers," Administrator's Notebook, (February, 1963).

A definition of terms used in collective bargaining in private employment is the subject of the first section of this article. Generalization of labor laws and court decisions in regard to the public employee is attempted. The teacher's position in collective bargaining or professional negotiations with school boards is assessed. Some problems for future research are indicated.

_____. "Implications of Teacher Bargaining for School Administration," Phi Delta Kappan, 46 (December, 1964), 152-158.

The role of an administrator is changing and will change even more with the current trend of professional groups. The article also discusses the role of the administrator during bargaining activities.

_____. "Legal Aspects of Teacher Collective Action," Theory Into Practice, 4 (April, 1965), 55-60.

The author lists seven key elements of bargaining from the right to organize to the strike. Attention is brought to Wisconsin and the groundwork that has been established there. Some basic differences between teacher bargaining and industry bargaining are discussed.

Wildman, W.A., and Perry, C.R. "Group Conflict and School Organization," Phi Delta Kappan, 47 (January, 1966), 244-251.

A candid look at many conflicts of teacher organizations and school boards whether the conflicts are derived from teacher duties, wage and benefits, or issues in negotiations. The authors give viewpoints of both the NEA and AFT on several conflicts.

Winick, Charles. "When Teachers Strike," Teachers College Record, (April, 1963), 593-604

Results of interviews with selected students, parents and teachers indicate a different perception of teacher strikes by each of these groups. All groups indicated uncertainty concerning the role of the teacher. Findings suggested that the strike provided a vehicle for the expressions of personality factors and pre-existing attitudes by and toward teachers.

Wollett, D. H. "The Public Employee at the Bargaining Table: Promise or Illusion?" Labor Law Journal, Vol. 15, No. 1 (January, 1964).

The author takes up the question of the differences in collective bargaining in the public sector as opposed to the private. His major example is that of the teachers. Wollett points up problems caused by differing public attitudes, fiscal dependence illegality of the strike and others.

Wolpert, A. "Professional Negotiation: Questions Teachers Ask With Some Answers," Washington Education, 75 (January, 1964), 17+.

Wood, C. H. "Professional Negotiations vs. Collective Bargaining," New Mexico School Review, 43 (October, 1963), 13.

Wyatt, R. H. "Professional Negotiations Require Fair Dealings from All Concerned," Indiana Teacher, 109 (May-June, 1965), 273.

Wyatt, R. H. "Professional Teachers Demand A Voice in Professional Decisions," Indiana Teacher, 109 (January-February, 1965), 142-143.

Wyatt, R. H. and Thornberry, R. "Viewpoints on Negotiations Vary," The Teachers College Journal, 37 (December, 1965), 102+.

"Wyoming's First," Wyoming Education News, 31 (May, 1965), 2.